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*Student Educational Objectives

ABSTRACT

A companion to a manual for students, this leader's handbook provides specific suggestions for guiding students through a series of learning activities that are designed to help them develop career plans by identifying their interests and setting goals. There are five study units under the two major headings of "You and Your Choices" and "Your Choices and Careers." Each unit contains a statement of purpose, a brief description of the unit, the background information also found in the student manual, an estimate of the time needed for completing the learning activities for the unit, and suggestions for using each activity. References are included for related books, audio-visual materials, and vocational interest measures. The guide focuses on ways to help American Indian students understand themselves, their cultural heritage, and their importance to the Indian community. Emphasis is placed on the ultimate benefits to the Indian community of programs that develop the career potential of Indian youth. (JHZ)

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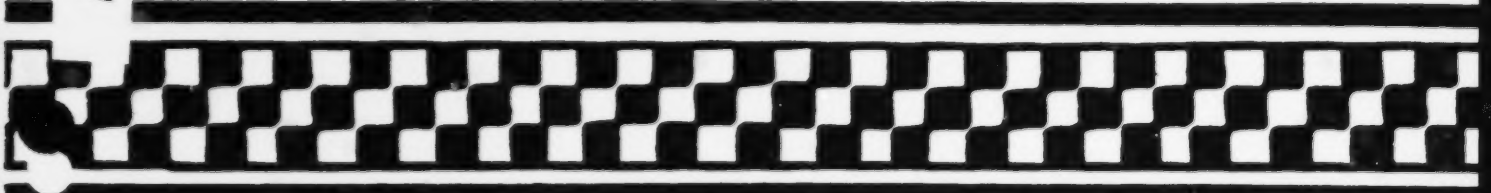
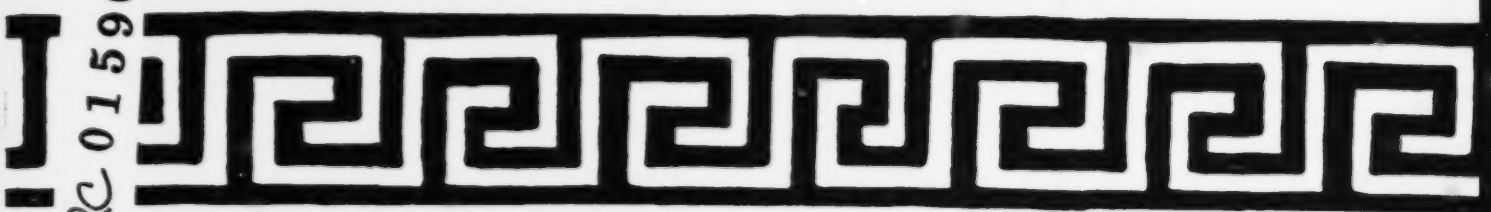
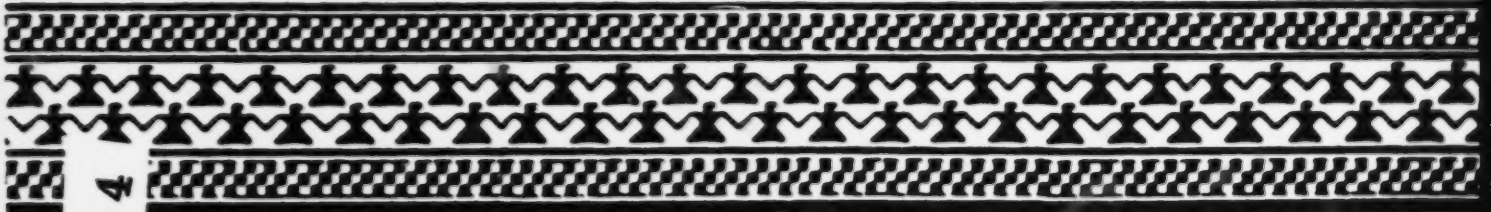
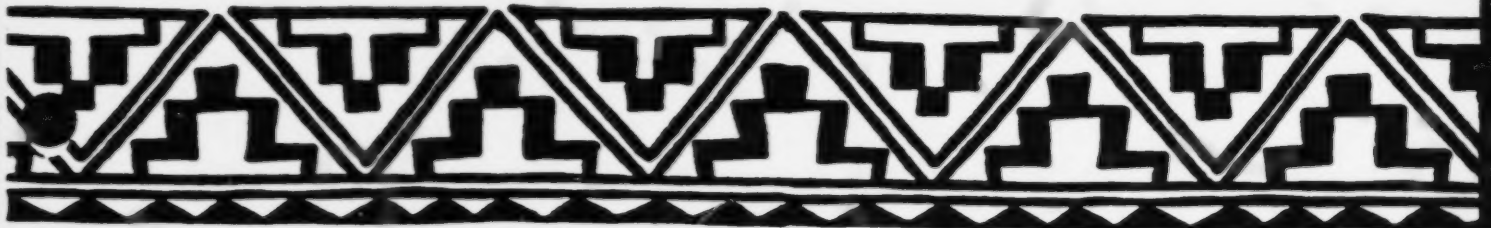
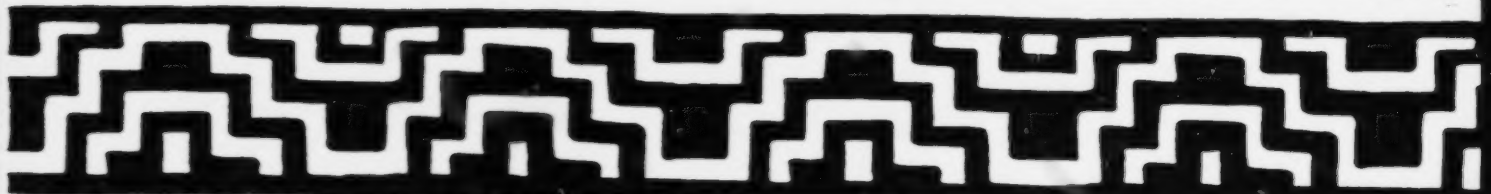
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American Indian and Alaska Native Career Development Youth Manual Leader's Guide



RC 015904

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**American Indian and Alaska Native
Career Development Youth Manual
Leader's Guide**

**Vivian Arviso-One Feather
and
Henrietta Whiteman**

September 23, 1985

Jointly funded by the United States Department of Agriculture, Extension Service and the Bureau of Indian Affairs, U.S. Department of Interior

About the Authors

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Henrietta Whiteman, a full-blood Cheyenne, was reared in Oklahoma and graduated from Hammon High School. She holds a bachelor degree in education from Southwestern Oklahoma State University at Weatherford, a master degree in English from Oklahoma State University at Stillwater, and a doctorate in American studies at the University of New Mexico, Albuquerque, N.M. She has been a public school teacher and visiting lecturer at the University of California and at Harvard University. Currently she is director of native American studies at the University of Montana, Missoula.

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North American Indian Women's Association (NAIWA)
National Advisory Council for Indian Education (NACIE)
National Tribal Chairman's Association (NTCA)
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Table of Contents

Modules I and II were written to assist youth with identifying interests and plans for their future. As a leader encourage them to keep these materials in a place that will allow them to add information and review plans and goals as they learn more about themselves and what they want to do.

MODULE I — "YOU AND YOUR CHOICES"

- Unit One: "Who Am I?"
- Unit Two: "What Would I Like To Do?"
- Unit Three: "What Do I Want?"

MODULE II — "YOUR CHOICES AND CAREERS"

- Unit One: "Curriculum Choices in High School"
- Unit Two: "Career Opportunities in Indian Communities"

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Preface

By assisting youth with the career decision-making process, you will produce individuals with specialized skills who in turn can offer their expertise toward the betterment and economic development of their tribe.

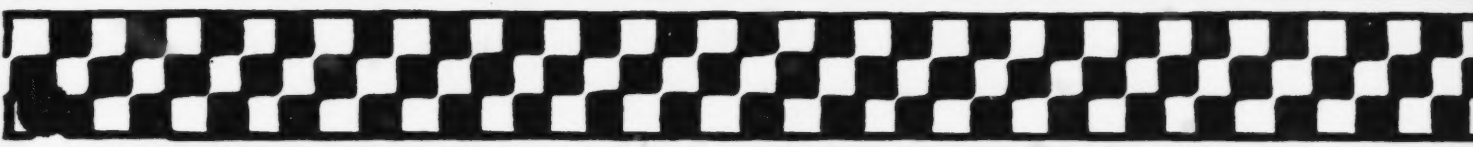
This manual is designed to develop career potential in youth and eventually the economy of the tribal community. This project was a result of Indian leaders' concern for the future of their communities. The success of this project will be measured by the degree to which tribal leaders, youth and their families work together to insure a better life for the entire Indian community.

Tips for Leaders

Plan ahead for your youth meetings

1. Review your leader's guide.
2. The community is your classroom — use it. Keep everyone involved and busy.
3. Read materials and have instructions prepared ahead of time.
4. Contact community persons in advance that youth may observe or interview.
5. Keep parents, tribal leaders and community informed about this career development manual for American Indian and Native Alaskan youth. Look for ways to involve parents with their children.
6. Begin your meetings with a fun activity that involves all youth in some activity for 10 minutes.
7. Use activities that will help youth to interact with the group and feel comfortable with themselves and others.

Who Am I?
unit one



Purpose

To provide background information from which youth can become more aware of who they are, what interests they have and how important they are to their community.

Description - Module 1, Unit One

This unit provides opportunity for youth to understand more about themselves. The youth start a compilation of their interests and values to be kept in the back of their manual under "Career Diary" (Activity No. VII).

Youth can refer to the "Career Diary" in other units of the manual as they make decisions about courses to take in junior and senior high school. The decisions can be based upon their interests and aptitudes which they record in the "Career Diary".

Who Am I?

As an individual you are shaped by your culture and personal experiences. You possess certain skills, capabilities, likes and dislikes. You alone know your feelings.

As a member of the human race you have certain rights and freedoms. These rights enable you to become anything you desire based on your interests, knowledge and skills.

In this unit you will become familiar with yourself as you identify your likes and dislikes. Knowing yourself will help you determine the kind of future you desire.

Background Narrative

American Indians and Alaskan Natives were the first people to live in what is now called the United States of America. Historians say that Indians have lived here for 25,000 to 40,000 years. Indians, however, say they were created here and have lived here forever.

The sacred stories of Indian beginnings can be found in the oral history of each tribe. History, language and culture have been passed down through the generations by word of mouth known as "oral tradition". Oral traditions have been important to the Indians for preserving tribal history and culture.

According to oral tradition tribal groups were given a way of life by the Creator that is unique to the tribe. Each tribe was given a separate language in which culture and views of the world were expressed.

Although there are many differences among tribes, similar beliefs are often shared. One similarity is that the Indians see themselves as a part of the great circle of life, living in harmony with the world. The Indians do not try to control the environment but to live with it. Life is considered a precious, irreplaceable gift, and it must be carefully nurtured and protected.

For instance, the Algonquin tribes see life as a one-time gift from the Creator. It is viewed as a circular journey on earth beginning in the east. For the first 12 years of life a child walks from east to south: happy, innocent and not expected to understand life. Parents cherish, protect and pray for their child's good health.

Upon reaching the south at 13 years of age the child is now an adolescent. The time between the south and west is for learning in which the youth are educated in the way of the Indian people by the aged, wise-ones of the tribe. As adolescents, they search for a meaning and place in life.

As they continue to walk their earth journey, they move from the west toward the north, becoming adults. Today, a person is legally an adult at age 18-21. For the Algonquin, an individual is an adult at the age of 28. As adults, they apply all they've learned in the previous two phases of life. They take part in the tribal traditions and as adults they involve themselves totally in living.

By the time they reach the north they are the "keepers of knowledge and tradition". They are the historians and wise teachers of the tribe passing on their knowledge to those younger. By the time they reach the east, the beloved elders have given everything they know back to the people. They then take the step beyond life into death completing the journey of life and making a complete circle on earth.

As a teen you are now near the *south* in your circular journey on earth and it is the time for learning. It is also time to search for your life's meaning. You must prepare yourself for the time when you reach the *west* and become an adult.

As you read these materials and complete the activities, you should keep in mind that you are an important and unique individual. You have abilities and interests that can be developed for a successful and happy life. As you plan your life, you need to know all you can about yourself. The activities in "Who Am I?" have been designed to make you more aware of yourself as an individual.

Learning Activities



Using the Learning Activities in Unit One

The learning activities in unit one should be used in sequence allotting the estimated time for each activity. Stress the completion of the activity, rather than the time.

Learning Activity	Estimated Time (minutes)
I. Reading and Discussion, Who Am I?	20
II. Vocabulary Building	30
III. Self-Awareness "My Favorites"	10
IV. Identifying My Interest	15
V. A Self-Profile Self-Activity	60
VI. What if . . .	15
VII. "My Career Diary"	60
Total = 3 hours, 30 minutes	

I. Reading and Discussion

- Have youth read the section entitled, "Who Am I?". Follow with group discussion.

II. Vocabulary Building

- Youth need to build a vocabulary of words and terms dealing with developing their careers in this project. Youth may consult a dictionary if necessary, but they need to write the definitions in their own words.
- Youth need to know the meaning of several words in this unit, "Who Am I?", to help them understand the information presented.
 1. interests: a feeling of interest, concern or curiosity about something
 2. emotions: strong feeling such as love, hate, fear, anger
 3. unique: different from all others, unusual, extraordinary, rare
 4. knowledge: acquaintance with facts; range of information, awareness or understanding
 5. skill: great ability or proficiency, expertness in art, craft or science
 6. capable: having the ability or qualities necessary for achievement in any specific area
 7. culture: the concepts, habits, skills, arts, instruments, institutions, etc. of a given people in a given period; civilization
 8. self-profile: identify own outstanding characteristics
 9. self-awareness: observing and interpreting one's own identity, character, personality
 10. career: the advancement or achievement in a particular vocation, a lifework, profession, occupation

III. Self-Awareness - "My Favorites"

- Have youth complete the activity, "My Favorites," listing their favorites under each category.

IV. Identifying My Interests

- This activity consists of two parts and should reflect current interests of the youth. Direct them to fill in the blanks and complete each sentence for each part.

V. A Self-Profile

- Review the content and instructions in youth manual for completing the self-profile activities. Each person should mark the charts and have a colored pencil to connect the check marks.
- After completing this activity have each person select a partner and fill out a profile sheet on the other partner. (Use the second set profile sheets, For My Partners Career Diary.)
- Encourage the youth to share with the group ways their partners saw them differently than they see themselves.
- Ask youth to discuss their self-profiles with parents and friends.

VI. What If . . .

- Ask the group to answer the questions "What if . . ." Combine all the suggestions they made as tribal chairman and if possible try to set up a time for the youth to visit with the tribal chairman and discuss the ideas expressed by the group.
- If the tribal chairman cannot meet with the group have the youth take turns acting as tribal chairman and establish the activities they feel should be most important for youth. As a group, it is their responsibility to convince the tribal chairman of the importance of providing certain activities.

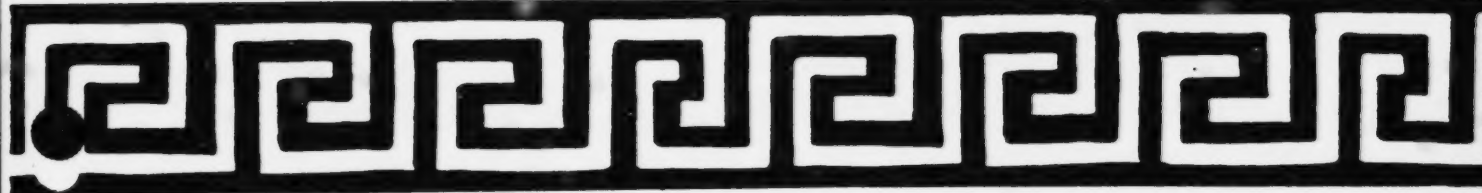
VII. "My Career Diary"

- Have each person create a section in the back of his/her career material called, "My Career Diary".
- Provide special paper for each youth to design a cover page that will reflect his/her own personality. Suggest that each individual personalize the cover by using:
 - a favorite color
 - special symbols
 - personal interests and designs

"My Career Diary" should be one of the most valuable sections in the youth manual. The diary should be placed in the back of the youth manual where each person can store personal thoughts and ideas. It will be a useful tool when considering a future career.

Be sure at the end of each group session that all completed worksheets marked "My Career Diary" at the bottom of the page are placed in order in the new section. Any other worksheets that the youth feel show interests, goals or decisions about themselves can also be added to their career diary.

What Would I Like to Do?
unit two



Purpose

Youth will learn how their personal interests can provide an entry into a lifelong career. Setting goals will be emphasized as a method for making decisions about their future.

Description - Module One, Unit Two

This unit describes how personal interests are useful when considering a future and making career decisions. Personal interests can develop into skills that are helpful to a career. One who has a variety of skills and training can improve his/her chances for continuous employment throughout a lifetime. Youth need to be aware of the importance of selecting a career that reflects their abilities, aptitudes and interests. The types of courses studied in junior and senior high school can help youth select careers. Completing a high school education should always be encouraged. The years between age 10 and 24 are basic years for exploration and decision-making about a lifetime career.

It is important for youth to understand that the job market continually changes and will affect them and their work. They must be prepared to make adjustments to change by increasing their skills. In 1972, the National Advisory Council on Vocational Education reported the average typical worker changes jobs five to seven times during a lifetime. The reasons for these changes include: retraining of job skills, promotions, dissatisfaction, migration, industrial shifts, technological advances, economic expansion, depression or serious injury.

Unit two encourages youth to consider their future by establishing goals for themselves. Youth must research a particular career to know what skills are needed. As a leader you should emphasize the importance in understanding that a career will occupy the majority of a lifetime. You can make it easier to enjoy the future by making wise decisions now.

What Would I Like to Do?

Developing Your Interests

Let's examine how an interest may develop and become a major part of your life. Imagine that you are encouraged by your friends to join a track team. Assuming you have had no prior experience in running competitively you might find yourself depending on a coach and teammates for encouragement and advice. If you continually fail and show no improvement, you will probably quit the team. On the other hand, if your running skill continues to improve you will probably place more emphasis on winning and remaining on the team. What you are doing is determining how you spend your time based on what you enjoy. Whatever appears to be satisfying your needs, will become an interest. Therefore, you have developed an interest in running.

You may have originally become involved in the sport of running through your friends but you now find yourself placing emphasis upon your ability to perform. At this point you have discovered your ability to control your own behavior. The emphasis you have placed on performing, serves as an internal strength which can push you forward. Your motivation has come from within replacing the need to be externally motivated by friends and coaches. Now you are running because you enjoy it.

Many youth display interests in other competitive sports that are closely related to their home or school experiences. These strong interests can develop into many careers. Athletic coaches and physical education teachers are needed to train youth, referees are needed for major sporting events and salespersons to handle sports equipment for schools. Workers in careers such as athletic training and physical therapy, are needed to deal with physical fitness. These are examples of only a few careers that are an offshoot of a basic interest in sports.

Rodeo competition is of interest to youth who have been raised to handle livestock and have spent years working with animals. Many Indian youth participate in local rodeos in their communities before a decision is made to compete professionally. If successful in a particular rodeo event, they might compete in the finals of the Indian National Rodeo Association.

Youth may also use their interest in animals to pursue a career as a rancher or farmer. Agricultural work in Indian communities can offer many opportunities. Some tribal governments have established agricultural businesses by leasing land for grazing and cultivation. Many more Indian people see greater opportunity for using their lands to develop ranching or farming.

The prospect of agriculture as a career has become more available and attainable for Indian youth. Technological advances have made it possible for Indian communities to have irrigation, resulting in higher yields. There is a need for both males and females to enter careers as horticulturalists, botanists, data processors, veterinarians, animal breeders, crop specialists, marketing and salespersons, record keepers and other careers in agriculture.

Knowledge and an interest in cultural background can influence a decision when selecting a career. Occupations such as teachers, museum curators, and anthropologists teach children about cultures and languages.

Other careers resulting from an interest in culture might be directing Indian pageants, presenting Indian songs or serving as a guide for visitors at tribal locations.

Interests in crafts, sewing, cars or babysitting can be developed into lifelong careers as art directors, clothing designers, auto mechanics or day-care professionals. The satisfaction gained from doing these jobs can motivate a person to continue education and to further training in specialized skills.

Human service occupations such as a counselor or social worker, require knowledge of the home environment and culture of clients. By possessing knowledge through education or training you can increase the rate of success in working with people. Proper communication and attitude of the social worker will go a long way towards helping to solve social problems.

Communication skills are essential for those who choose careers in tribal government.

- elected public officials and tribal managers (and those working with them)
- managers of tribal economic development and other needed programs
- other tribal positions

Youth trained as professional managers with communications ability are in great demand.

Since you are the best judge of your own interests and abilities, you should think of activities that offer rewards and personal satisfaction.

Do you receive more satisfaction in working with your hands, with animals, people or developing ideas?

Many individuals have more than one skill or interest. These individuals may enjoy anything from making crafts to working with children or the elderly. These interests can develop into full-time careers.

Because of a lack of understanding of themselves some young people are unable to see their own potential. Youth may become involved in activities without giving much thought to the kind of activities that really interest them. Later they realize that they don't enjoy what they're doing and will try to find something else that interests them. If they remain unsure of themselves, each activity becomes more dissatisfying and they can become increasingly discouraged. It is very important to take the time now to determine your interests and abilities and identify the type of activities that will interest you for a lifetime.

Setting Your Goals

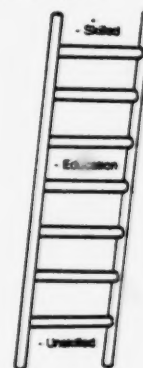
Setting goals is important to you and your future

A goal is an object or end that one strives to attain. Goals may be achieved within a short or long period of time. Short-term goals can be like getting dressed, riding a bike, driving a car, or buying something at a store. Long-term goals require more time, such as developing friendships, taking a trip or developing a skill.

In order to attain a goal it is important to be aware of your own behavior and habits. For example, if your goal is to get to school on time remember the number of minutes it takes you to get out of bed, eat breakfast and get dressed will determine the time you need to wake up. Knowing yourself and behavior will help you to reach the goal of getting to school on time.

Your behavior can either help or hinder you from reaching a goal depending on how hard you apply yourself. Some goals can be more difficult to achieve due to circumstances, such as a lack of time or finances. However, motivation and persistence can overcome any obstacle.

There is no greater goal than one that will determine what you will do in your future years. All youth need to establish goals, both short- and long-term. These goals can guide you through the years like mileposts and the passing of time may be correlated to climbing a ladder. Think of the bottom rung of a ladder as the unskilled person. Through education and training you acquire skills and as you progress upwards, responsibilities and salary will increase. At the highest rung of the ladder, your capabilities have determined your achievements. At this point you should have reached many goals and be a valued member of the working force.



Manuelito, a Navajo leader, was a strong supporter of education in the late nineteenth century. His words "education is the ladder" became a slogan that has encouraged many young Indians to pursue a college education.

The most important effort that you can make for yourself is to build upon your interests and experiences. Establish goals for the next five years. Be as realistic as possible in setting up your own ladder to your future.

Learning Activities



Using the Learning Activities in Unit Two

The learning activities for unit two provide the leader with an opportunity to assist youth by thinking about their future careers. Some activities require longer planning periods or additional arrangements. Use the information for each activity to give directions to the youth. Resources listed may be of further interest to you in your preparation.

The learning activities should be used in sequence allotting the estimating time for each activity. Stress the completion of the activity rather than the time.

Learning Activity	Estimated time (minutes)
I. Reading and Discussion, "What Would I Like To Do?"	60
II. Vocabulary Building	30
III. Learning More About My Interests	120
IV. More About Setting Goals	45
V. Climbing the Ladder	15
VI. Evaluation	15
Total = 4 hours, 45 minutes	

I. Reading and Discussion

- Have youth read the section entitled "What Would I Like to Do?" Follow with group discussion.

II. Vocabulary Building

- Test the knowledge gained by the reading section with the vocabulary building exercise.
 - Youth may consult a dictionary if necessary, but they need to write the definitions in their own words.
1. **personality: the sum of a person's character traits, attitudes or habits which are seen by others**
 2. **interest: the quality in something that arouses attention; something you want to know more about**
 3. **behavior: a manner in which a person conducts him/her self**
 4. **goal: an end towards which an effort is made**
 5. **requirement: something wanted or needed**
 6. **achieve: to accomplish; to attain; to reach**
 7. **realistic: within reason; things as they really are**
 8. **short term: a brief period or short period of time**
 9. **motivation: to cause to act**
 10. **obstacle: any thing that stands in the way of accomplishment**

III. Learning More About My Interests

- Assign the worksheet that identifies areas of interest.
- Encourage each one to add more activities to the areas of his/her stronger interest. Interest areas can be added.
- After youth have identified their interests and completed the exercise at the end of this activity, suggest a visit to the library to research jobs that fall within their area(s) of interest.
- Ask them to choose a partner who knows something about them. Have each person list the interests of his/her partner. When completed, compare lists to determine if the partner perceived any new areas of interest.

IV. More About Setting Goals

- Have youth use this worksheet to write down a five-year plan. With the help of short-term goals, youth can achieve a long-term goal.
- Assist youth to understand that goals are decisions made about the future based on what we want and how we want to obtain it. If possible, use the following resource to clarify thoughts about goal-setting.

Filmstrip

Title: *Priority Pointers* (1977)
90 Frames - Color
Brigham Young University
Audio Visual Services
290 HRCB
Provo, Utah 84602
Phone: 801-378-2713

V. Climbing the Ladder

- Youth should use the goal plan that they made in activity IV to complete the worksheet, Climbing the Ladder. The ladder contains rungs up to ten years and can be used by youth who plan to project goals beyond five years.

VI. Evaluation

- Have the youth fill out the evaluation form at the end of unit two. The questions are based on information presented in the unit "What Would I Like To Do?"

- Discuss the answers that youth have given by using the following key:

1. Yes
2. Yes
3. No
4. Yes
5. No
6. Yes

- If a large number of youth have missed a particular question, it may be useful to re-read the information in unit two or to encourage them to investigate further resources.

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A Guide for Developmental Vocational Guidance, K-12, Oklahoma State Department of Education, Oliver Hodge Memorial Education Building, Oklahoma City, Oklahoma, 73105.

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FILMS

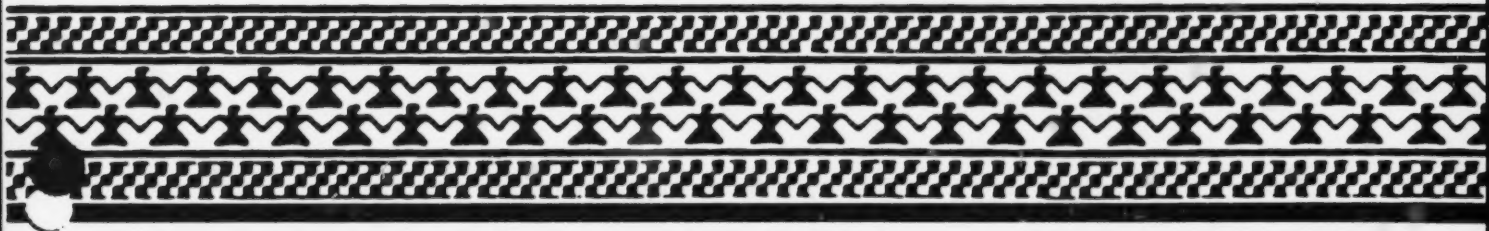
Title: *Clouds*
Subject: Crow Indian Cowboys
11 min. Color - Sound 16 mm
Rental Price: \$15.00
New Line Cinema Corp.
121 University Place
New York, N.Y. 10003

Title: *Ronnie*
Subject: Indian youth
26 min. Black and White - Sound 16 mm
Rental Price: \$5.75
University of Minnesota
Department of Audio-Visual
2037 University Ave. S.E.
Minneapolis, Minn. 55455

Title: *Angotee* (Story of an Eskimo Boy)
Subject: Life Cycle of an Eskimo
31 min. Color - Sound 16 mm
Rental Price: \$6.60
Pennsylvania State University
Audio-Visual Services
6 Willard Building
University Park, Penn. 16802

Title: *Indian to Indian* (1970)
Subject: Different Occupations
26 min. - Sound 16 mm
Rental Price: \$12.50
U.S. National Audio Visual Center
National Archives and Record Service
1201 16th St. N.W.
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What Do I Want?
unit three



Purpose

To encourage youth to look ahead, define their interests and improve their decision-making skills.

Description - Module 1, Unit Three

This unit encourages youth to continue their education and become aware of careers that would be beneficial to their Indian community. The choice of a career is not a one-time decision but rather decisions made over a period of time. Each individual must learn to set short and long-term goals which will lead to a future career. Since youth are or will be part of the labor force in an Indian community, it is wise to begin preparation.

Career education has been defined by many scholars. This definition emphasizes the purpose of this unit and learning activities.

Career education . . . the total effort of public education and the community at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their personal lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (Hoyt, 1972)

If youth see adults in satisfying careers, it will encourage them to strengthen their interest and commitment to a career. The value of work-oriented individuals should be pointed out so that Indian youth are exposed to the views and attitudes of independent adults. Reaching a goal begins with initial planning followed by more planning as interests become stronger and more defined. This unit can help youth with decision-making and planning their future.

What Do I Want?

Looking Ahead

Thinking about what you would like to do with your future is a big decision, not to be taken lightly. The decisions that you face may include where to live, whom to marry, and especially your choice of a skill or job. Each decision can determine how you will spend an important number of years. Your future job can involve a career span of 40 years for males and about 25 years for females. These are the estimated number of years that the average person is employed. Since you will spend a number of years working in a chosen occupation, the choice should be your best decision based on interest and knowledge of potential careers.

A career is usually defined as the sequence of jobs, occupations and positions held during the course of a working person's life. Lifetime work includes pre-vocational and post-vocational work preparing for a career, retirement and/or continuing to work after retiring from a career. In fact, having a career involves most of a lifetime.

The occupation that you choose will be your source of employment for many years. Your job will require you to work with either physical or mental effort directed at some particular purpose. Working can be an unpleasant task or a highly interesting part of your life, you are the one to choose your occupation.

A good educational background is one indication that a person has the ability to start and finish tasks and follow directions. When interviewing applicants for a job, preference is given to the most qualified individuals. Educational qualifications may include either a high school diploma, General Education Certificate (GED) or a college education. These credentials are necessary for employment in most occupations.

A decision to quit high school is a disadvantage to teenagers who hope to earn a good living. Secondary school dropouts normally have difficulty obtaining jobs and often have the lowest salaries with little or no chance for promotion. This limits their career potential, future decisions and in most cases, becomes a hardship. The opportunities to change jobs or move to another location to find better employment can be limiting.

Many adults and teenagers who have left school before completing high school education can enroll in adult education classes and complete their high school education. After a period of instruction in grammar and mathematics, an examination is given and if the test is passed a G.E.D. certificate is awarded, equal to a high school education. This valuable G.E.D. certificate has helped to open doors for many people.

Skills demonstrate to an employer an employee's ability to do something expertly which is a direct result of training, practice and experience. The value of a worker depends upon the total amount of skills acquired. You can always increase your value by your education and learning new skills. The minimum level of skills needed is a high school education or a G.E.D. Following a high school education your options for career advancement are: attend vocational school for technical training; study for a two-year associate of arts degree or a four-year baccalaureate degree from a college or university. These higher educational years will determine your potential as a worker and indicate your abilities to pursue a career.

When you reach the legal age of 18 or 21, you are automatically considered a member of the labor force in your community. Each member in the labor force possesses certain skills unique to that individual. When members of the labor force search for jobs, they are competing against each other in the labor market. In this competition an employer looks over the labor force and chooses those workers whose background and skills offer the greatest potential to the company.

A person who lacks skills or the basic qualifications for employment is termed an "unskilled" worker. At the time of application an employer will not even consider an applicant for a position unless the applicant possesses the necessary qualifications (education, training, experience) necessary for the job. This is an age-old process of picking the best applicant for the job.

In historical Indian times, each person had skills that they acquired in their lifetime. They were either hunters, singers, scouts, camp soldiers, or medicine men and women. Those who held certain jobs or had specific responsibilities obtained their skills as the result of training, practice or experience. Protecting the people and providing food through hunting were considered highly important jobs. Only the best-skilled individuals were given responsibility for the safety of the whole group. Those who were unskilled were passed over by those who did the choosing. If the task at hand was to hunt, those with good hunting skills came forward. If the occasion was to relax and enjoy a good meal, those skilled in singing and cooking were sought. Being a leader also required certain skills. Every job required persons to have the highest skills in order to insure the well being of the tribe.

In traditional times a bartering economy existed, since there was no money as we know it, and everyone exchanged or traded items for full value. These items were made by those who had learned their skills from a parent or relative or practiced and learned through experience. The work of highly-skilled people was in great demand.

Most items were produced by a family for their personal use. It was common for men and women to work at certain things just because it was expected of them. Since people did what was traditionally expected of them it was unusual for men to do what was common for women and women to do what was common for men. The amount of work that a family did together was sufficient for their own needs. When a surplus was created, trading could take place. Newer items or even better items could be acquired from others who had a surplus. Both parties could exchange items of equal value in such bartering.

In our world today, Indian people compete in a cash economy and barter less and less. Money is now needed to buy goods and services and money comes mostly from wages earned from a job. Having a job depends upon being able to meet certain basic job requirements and having the amount of skills is determined by the amount of educational or training a person has received.

Any curriculum or additional course of study, that a person enrolls in is very important, not only for the person, but on an application for employment. This course of study may be a short technical training course or, a university plan of four years or more. The important thing is that each person prepare for an occupation which will enable them to become self-sufficient.

One of the biggest social changes over the past years has been the attitude that men and women are no longer required to assume certain traditional roles. Young people now have the opportunity to develop and choose jobs that interest them regardless of gender. If you look closely at the people living in your community, you will see that there are a variety of career interests. Many individuals are in careers completely different from careers of their parents.

Look at yourself, your parents and grandparents. Do each of you share an interest in the same job or occupation? It is most likely that careers have changed from one generation to the next. In each generation, the level of skills often changes to a higher level. A change in lifestyles due to changes in occupations is the most dramatic change between past and present Indian reservations.

To visualize how skills are at different levels, let's imagine a pyramid. At the apex (top) of the pyramid is the highest level of skills. The opposite end, the base, is the unskilled level. Everyone starts in their life's work at or near the bottom of this pyramid. Then, as new skills are acquired, a person moves up the pyramids. Jobs at each level require additional training, experience and expertise and demonstrates an increase in abilities by the worker.



It is possible for unskilled workers to rise to the top of the pyramid by learning new skills. For instance, workers doing unskilled labor for low wages can improve their skills when they attend school. As these students study and learn they begin to use their new skills to earn higher wages. Summer jobs are usually the time for such opportunities. Upon graduation from college they are classified as higher-skilled people (lawyers, teachers, etc.). In such professional jobs, workers have a higher level of training and usually get the higher wages.

The Department of Labor has classified approximately 35,000 jobs in the U.S. These jobs are listed in the **Dictionary of Occupational Titles**. Each entry has a description of each job with the necessary qualifications and the tasks that will be performed by the worker. Jobs that are similar in tasks are placed in separate categories. The following is a list of the different careers and occupational categories in the **Dictionary of Occupational Titles**.

- Professional, managerial, and technical
- Clerical
- Sales
- Service
- Agriculture, forestry, fishery and conservation
- Processing
- Machine trades
- Bench work
- Structural work
- Miscellaneous

Within each of these occupations, unskilled workers can increase their skills and move to higher levels of employment. Each succeeding level usually provides a higher income and improved benefits.

As you look ahead to your own future, consider the freedom of choice that you possess to develop your career interests.

In Units I and II, you identified and explored areas of interest. Unit III provides opportunities for you to relate your interests and goals to careers.

Defining Your Interests

An interest can be defined as a feeling of concern or curiosity about something. As you think about a future career, consider your interests. For example, if you like the outdoors or working alone, consider careers that would adapt to these conditions. Whatever your interests, it is important that you choose a career you can enjoy.

Every job involves a certain amount of physical and mental demands. Some people described their jobs as "fun" whereas others actually dread getting up and going to work everyday. The difference between these two attitudes can be the amount of thought a person gives to planning a career or the amount of education received to enter a certain field of work. To have a job that you enjoy getting up for every morning is worth the time it takes to evaluate yourself, your likes and dislikes, and determine your future career.

It was previously mentioned that there are 35,000 jobs available that a person can choose from. Each job requires specific skills and can satisfy certain interests of an individual. The U.S. Office of Education divides these jobs into separate clusters. Each cluster is made up of jobs similar to each other. This classification was made to help young people choose a career choice.

JOB CLUSTERS

1. Agri-business
2. Natural resources
3. Business and office
4. Communications and media
5. Consumer and homemaking education
6. Construction
7. Environmental control
8. Fine arts and humanities
9. Health
10. Hospitality and recreation
11. Manufacturing
12. Marine science
13. Marketing and distribution
14. Personal services
15. Public services and transportation

As you learn about each job cluster you may change your ideas about potential career opportunities to more closely match your personality and interests.

Each job consists of its own set of criteria for that position to be effective to its employer. The amount of physical and mental activity will vary with a job, some positions require more physical, others more mental output. The ability to work well with people is expected in some jobs that deal more directly with the public. However, there are jobs which will not emphasize the public contact, which might be more appealing to a person who prefers to work alone or feels uncomfortable when dealing with a varied amount of personalities. Although not specified, most employers admire honesty among employees. Honesty among fellow-workers can develop an attitude of mutual respect which can maintain or increase the level of employee productivity. Motivation is also appealing to the employer. It insures a somewhat high level of performance from the employee as well as the possibility of affecting and improving the performance of the surrounding employees.

Role Changes

Besides the obvious reasons that make some careers more appealing than others there are some factors that can influence a person when making a career choice. One such factor is the attitude that some jobs are just for women and others for men. The trend has been that both men and women are breaking away from traditional roles and accepting jobs that were once considered feminine or masculine in nature.

In past Indian culture times, men and women followed public opinion about their roles and when a person didn't fit into a role, a separate role was permitted. The "berdache" and the "winkte" were terms for such roles which existed among the Northern Cheyenne and the Sioux. These individuals were highly respected and performed certain tasks. The rules of traditional society depended upon everyone being able to carry out their expected role.

During traditional times, this attitude also existed among the non-Indian population. Members of each sex were excluded from work which was considered the role of the opposite sex. When Indian reservations were established by Congress in the late 1800's the hiring of reservation workers reflected this influence. The Indian agent and staff of clerks were male while school teachers and housekeepers were female. Assisting the agent would be male military officers.

When modern tribal governments were organized in 1934 under the Indian Reorganization Act, Indian men dominated tribal leader positions and surrounded themselves with male clerks and secretaries. The traditional Indian male could understand these attitudes because protecting the people and providing for the tribe was done by men.

Today, there is less restriction upon Indian men and women. While many Indian communities regard themselves as traditional, there are strong indications of many changes among Indian people. A survey in 1981 by OHOYO, a national Indian women's organization, counted the number of Indian women who held positions as the head of their tribal government. The results showed that out of 251 tribes in the United States 67 Indian women were providing leadership as the head of their tribal government.

Many women are now accepted in leadership roles at the community level and even more women serve as council members or program directors. An example of women at all levels of tribal government occurred within the Menominee Tribe of Wisconsin. The tribe elected a woman to serve as its chairman and women on the governing council. In addition, the tribal lawyer was a woman.

Today, there are many Indian communities where the majority of workers are women. Most of these workers are heads of households supporting their children and other family members. This is the strongest indication of the changes in roles between males and females since traditional times.

The Indian culture has had to adapt to the changes that have occurred over the last several years: What was once an economy based on hunting and trading, dominated by males, has now given way to new roles on the Indian reservations in a modern economy based on earned wages.

The opinions of other family members or friends can be a positive or negative influence on youth. Young people may make career decisions based on other people's good or bad experiences in a job. Both negative and positive opinions can sway a young person into an occupation that they did not choose.

When choosing a career answer the following questions: "What sort of person do I think I am?"; "What are my values and needs?"; "What are my aptitudes and interests?" Answering these questions can help a person to choose a career that is well-suited to their interests.

Decision Making

Learning about careers will eventually involve the decision-making process. Talking with parents, relatives or friends about their jobs might help you make a decision on a career, however, the final choice will be your responsibility.

Since there are a multitude of options, you should have as much information about a job as possible in order to make the best decision. Eventually a career is selected by discarding the undesirables and narrowing the list down to the more desirables.

Decisions can be difficult because choices are equally appealing. You may need to try to predict the results of your choice. Each decision is unique to the person making the decision. Part of being unique involves different interests, aptitudes, abilities and values. Experiences in your life will also influence your feelings which can change your outlook and the need to make a new decision.

Youth face a future made up of many decisions and some of these decisions could affect an Indian community. Such decisions are those related to education, work and leisure activities. If youth decide to get the best possible education, work hard during their lifetime and pursue a healthy enjoyable life an entire Indian community can benefit. A community can only improve according to the individuals that make up that community.

Your lifestyle and personal satisfaction in your job are important to not only yourself but other youth and the Indian community as well. The choices you make will reflect your commitment to your future. All youth must find their own answer to the question, "What do I want?" The answer to this question will not only affect your personal life but possibly your community as well.

Outstanding Indians

Many outstanding Indians have used their personal interests to lead them to successful careers.

LUCY FRIEDLANDER COVINGTON, a Colville, was born and reared on the reservation in the state of Washington. She spent her life as a cattle rancher, operating the ranch following the death of her husband, and as a political leader of her people. For many years she was on the Tribal Council of the Colville Confederated Tribes and is accredited with stopping the federal government's efforts to terminate the tribe's federal trust relationship. Her strength and persistence won her nationwide respect throughout the Indian community. Lucy was elected to various offices in the National Congress of American Indians and the Affiliated Tribes of Northwest Indians. Mrs. Covington placed great emphasis on youth leadership, challenging and encouraging young people to strive for excellence and the pursuit of Indian rights, lands and resources. Many young Indians occupying important national positions identify themselves as "Lucy's litter," as a loving tribute, and recognition of her great influence. Lucy Covington died in 1982.

ROBERT L. BENNETT, an Oneida Indian, became Commissioner of Indian Affairs in 1966. At the time he attended college, educational assistance for Indian students was not available so Bennett worked to put himself through college. He graduated during the depression of the 1930's and decided to enter law school. While working full-time to support a wife and three children he went to school in the morning to eventually earn a law degree. In recent years, Bennett has served as the Director of the Indian School of Law at the University of New Mexico.

EVALU WARE RUSSELL, a Kiowa, is a consultant at the American Institute at the University of Oklahoma. She has been a teacher of cultural studies at the Institute of American Indian Arts in Santa Fe, New Mexico, lectured for Oklahoma public schools on legends, customs, and other aspects of Indian culture. In 1979 she was named National Indian Educator of the Year by the National Indian Education Association and has twice received the Outstanding Indian Teacher of the Year Award from the Bureau of Indian Affairs. She holds bachelor degrees in cultural studies and music from the University of Science and Arts, Chickasha, Oklahoma. As a representative of the Friendship Force of Oklahoma, a cultural exchange program, Russell has visited such countries as Germany, Korea, Ireland and Russia. Her interests and travels have enabled her to become familiar with legends, customs, and beliefs representative of more than 100 different Indian tribes. Russell also serves on the President's National Advisory Council on Indian Education.

ARCHIE DEMMERT, a Tlingit, was the first Indian to be named to the National Teacher of the Year Honor Roll. Prior to teaching, he served in the Army and operated a store. Demmert finished his college degree at the age of 40 and in 1969 was honored in Alaska for his contribution to the field of education where "his students have come first."

BILLY MILLS, an Ogalala Sioux, grew up an orphan on a South Dakota Indian reservation. With his skills as a runner, he was awarded a scholarship to the University of Kansas and won a gold medal and international fame for the 10,000-meter race in the 1964 Olympics in Tokyo. Billy cited three basic truths for youth:

1. "Defeat is not failure but a learning process. You can accept defeat with dignity and pride. You can step back, analyze, adjust and go forward again. Failure is doing nothing and fear reinforces itself ... the world passes you by.
2. "People need people. On occasion, though drawing into yourself may seem more comfortable, you need to risk rejection by reaching out with your love. Everyone, no matter who they are, needs a support system.
3. "The real height of competition is not competing against someone else, but reaching within the depths of your capabilities to compete against yourself.

Billy Mills is now a successful insurance executive living in California. As co-founder of the Billy Mills Indian Youth Leadership Program, Billy's life was made into the movie "Running Brave".

ANNIE DODGE WAUNEKA, A Navajo, received the Medal of Freedom Award in 1964, the highest civil honor given by the President of the United States. As a health crusader, her work in the field of health improved conditions among the Navajo people. Annie Wauneka spoke of career failures as she described herself, "Over the years, I learned that one failure — or even a half-dozen failures — should never be the end of trying. I must always try and try again, and I will continue to try as long as there is breath to do so".

Learning Activities



Using the Learning Activities in Unit Three

The learning activities for unit three will provide the leader with useful information to encourage Indian youth to take the first step in career planning. Some activities will require longer planning periods or additional arrangements. Resources in the appendix may be of further help and interest.

The Learning Activities should be used in sequence allotting the estimated time for each activity. Stress the completion of the activity rather than the time.

Learning Activity	Estimated Time (minutes)
I. Reading and Discussion "What Do I Want?"	60
II. Vocabulary Building	30
III. Use Your Vocabulary	10
IV. Group Work - Discussion	40
V. Writing About Outstanding Indian People	60
VI. Decision-Making	30
VII. "What Would I Like To Do?"	60
VIII. "My Career Diary"	30
Total = 5 hours, 30 minutes	

I. Reading and Discussion

- Have youth read the section entitled, "What Do I Want?" Follow with group discussion.

II. Vocabulary Building

- Test the knowledge gained by the reading section with the vocabulary building exercise.
- Youth may consult a dictionary if necessary, but they need to write the definition in their own words.

Key

1. occupation: business, employment, vocation
2. career: advancement or achievement in a particular vocation
3. diploma: a certificate issued to a student by a school, college or university indicating the completion of a prescribed course of study
4. qualification: any quality, knowledge, ability, experience or acquirement that fits a person for a position
5. curriculum: a specified course of study in a school, college, university, etc.
6. professional: engaged in or worthy of the standards of a profession
7. unskilled: having no special skill or training
8. attitude: a manner of acting, feeling or thinking that shows one's disposition, opinion, etc.
9. motivation: to provide, affect, impel, urge to action
10. personality: distinctive individual qualities of a person

- This is a follow-up exercise to the vocabulary building. Have youth complete the sentences by filling in the blanks with one of the words listed at the bottom of the page. Check the answers by using the following key.

III. Use Your Vocabulary

- Fill in the blanks using one of the words listed at the bottom of this worksheet.
1. Freda has a pleasant **personality** which makes others enjoy being around her.
 2. John took a mathematics test and found out he has a strong **motivation** for math which will help his future career.
 3. Mr. Myers, the science teacher, told Geroge, that if he improved his **attitude** he might be able to do better in science.
 4. There are too many **unskilled** persons in the labor force in Indian communities.
 5. By obtaining the highest level of skills you can become a **professional** in your field.
 6. A good **curriculum** is needed in our schools to better equip students to be prepared for a future career.
 7. I was hired for the job because I had the best **qualifications** of all the applicants.
 8. I will be a high school graduate when I receive my **diploma**.
 9. I am glad I can work in a **career** that enables me to use my knowledge of geography.
 10. One of your goals in life could be to have an **occupation** that will improve services to Indian people.

occupation
curriculum
motivation
attitude

career
professional
personality

diploma
unskilled
qualification

IV. Group Work - Discussion

- Divide youth into groups of three or four people. Each group must select a leader and a reporter.
 - Explain that the following questions deal with the reading section "What Do I Want?". Place each question from the following list on a separate slip of paper. Put these slips in a container. Have the group leaders alternately choose questions from the container until all the questions have been drawn. Have each group collectively answer the questions their leader drew and ask the group reporter to write down the group's response. When the groups have finished, ask each reporter to read off the question and group answer.
1. What is an interest?
 2. Write a definition of work.
 3. What are some of the biggest changes that have occurred between traditional times and modern times?
 4. What are the traditional skills in the Indian community?
 5. What is a G.E.D.?
 6. Compare the advantages of finishing high school with the disadvantages of becoming a dropout?
 7. Why is a person's aptitude important in selecting a career?
 8. Name some of the jobs that women do that traditionally were done by men.

Answers

- Accept reasonable responses similar to these:
1. An interest is a desire to take part in or work at anything that has the power to hold your attention.
 2. Work is physical or mental effort directed to some end purpose.
 3. Examples of changes may be the role of men and women, economic life, transportation, clothing, eating habits, new foods and preparations, etc.
 4. Some of the traditional skills include making traditional dance outfits, beading, hide painting, hunting animals, making traditional vehicles for transportation such as dogsled, travois, canoes, using herbs for medicines, etc.
 5. A G.E.D. is a General Education Development certificate. It is equivalent to a high school diploma.
 6. Advantages: better opportunity to qualify and obtain a job; higher salaries than those jobs that do not require high school diploma; improves career potential, job advancement; allows the person to be more selective when looking for a job.

Disadvantages: lower paid jobs; little or no chance for advancements, working in jobs that offer little satisfaction.
 7. People with an aptitude in their chosen careers have the natural ability to acquire necessary skills.
 8. Accept any reasonable answer.

V. Writing About Outstanding Indian People

- To introduce youth to this exercise ask them to research the life of a local Indian leader or a well-known Indian. Suggest a personal interview if they choose to research a local figure. Ask the group to identify any obstacles that the person had to overcome in order to achieve a better life.
- Use the worksheet to record information from interviews or research.
- Have youth share the obstacles that were overcome by Indian people as they worked towards a better life for themselves, their families or their community.

VI. Decision Making

- Have youth take a few minutes to solve the "Scheduling Your Time" problem. When the group is finished discuss the possible solutions and the possibility that external situational factors can alter results. For instance, if you became ill, how would you solve this problem? How would the group solve this problem? Discuss. Ask the group if any of them have problems and need help in solving them. Use examples of problems that you know exist for the community.

"Scheduling Your Time"

1. You have \$10.
2. You have an essay to write for an English class and it's due in the morning.
3. You haven't had dinner and there's nothing to cook.
4. Your car is out of gas.
5. Your friends want you to go out with them — in your car.
6. Your favorite show is on TV.
7. A friend called and asked you to repay \$6 that you've owed him for two months.

VII. What Would I like To Do?

- In this exercise there is a list of jobs divided into three areas that reflect the major focus: working with things, working with people and working with ideas. Instruct youth to review the jobs in the three areas and select their choices in each area. Record them in the blanks provided. As a follow-up, have youth find out the kind of work that is done in the job they selected as first choice in each area. They can find the answer by either going to the library or a school counselor.

VIII. My Career Diary

- Have youth review their personal information. In Units 1 and 2 they identified and explored areas of interests. Unit 3 provides opportunities for them to relate their interests and improve decision-making skills.

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FILMS

Bryan Beavers: A Moving Portrait (1969)
30 min., Color, Sound, 16mm
Rental \$10.00
Indiana University
Audio-Visual Center
Bloomington, Indiana 37301

Eskimo Artist Kenojuak (1964)
20 min., Color, Sound, 16mm
Rental \$4.60
Pennsylvania State University
Audio-Visual Services
6 Willard Building
University Park, Pennsylvania 16802

Valley of Death (1975)
27 min., 16 mm
Brigham Young University
Audio-Visual Services
290 HRCB
Provo, Utah 84602

Steve Charging Eagle: Family Man
27 min., Color
American Indian Culture Research Center
Blue Cloud Abbey
Marvin, South Dakota

Navahos and Annie Wauneka, The
26 min., Black and White Sound, 16 mm
Rental: \$10.00
Brandon/CCM Films, Inc.
34 MacQuestern Parkway, S.
Mount Vernon, New York 10550

Valley of Death (1975)
27 min.
Brigham Young University
Audio-Visual Services
290 HRCB
Provo, Utah 84602

Listening Beyond Words (1973)
21 min.
Brigham Young University
Audio-Visual Services
290 HRCB
Provo, Utah 84602

Navajo and Annie Wauneka
26 min., Black and White, 16 mm
Rental: \$10.00
Brandon/CCM Films, Inc.
34 MacQuestern Parkway, S.
Mount Vernon, New York 10550

Jim Thorpe-All-American
107 min., Black and White, 16 mm
Rental: \$37.50
Twyman Films
Box 605
Dayton, Ohio 45401

Suggested Resources

The Self-Directed Search, Form E, by John L. Holland, Ph.D. This test is useful for individuals who have a low reading level and a limited command of written English. It will give a pattern of interests, self-estimates, and competencies.

Order From: Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

The Differential Aptitude Test (D.A.T.) was developed in 1961 for grades 8-12 by G.K. Bennett, H.G. Seashore, and A.G. Wesman. It takes three hours to administer and is machine-scored. It will score aptitude in nine areas: verbal reasoning, numerical ability, mechanical reasoning, space relations, spelling and language usage. Price: \$6.00.

Order From: The Psychological Corporation
1372 Peachtree St., NE
Atlanta, Georgia 30309

The Ohio Vocational Interest Survey (OVIS) for grades 8-13 was developed in 1969 by Ayres G. D'Costa, David W. Winefordner, John G. Odgers, and Paul B. Koons, Jr. It is an interest survey that will profile youth on 24 scales that represent all occupations listed in the *Dictionary of Occupational Titles*. It takes 60 to 90 minutes to administer and must be machine-scored.

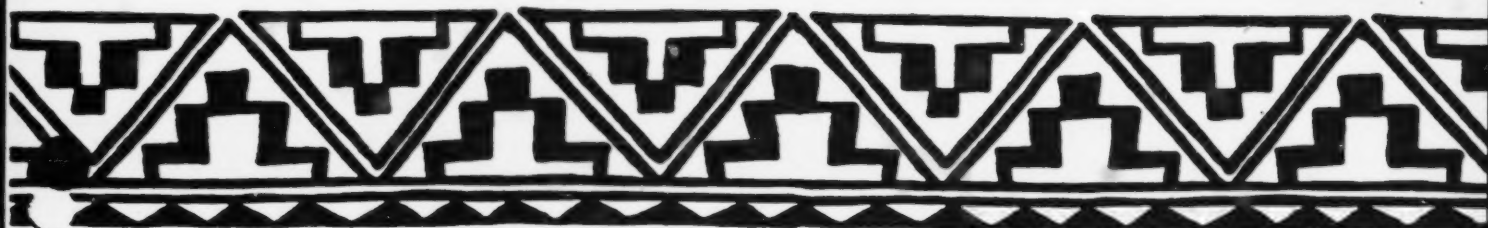
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A Gordon Occupational Check List by Leonard V. Gordon was designed to counsel youth who did not plan to attend college. The test covers 240 different jobs that do not require college training. The five major interest areas and 30 smaller interest clusters can be identified for each youth. The testing time is 20 to 25 minutes and this test can be hand-scored.

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Curriculum Choices in High School

unit one



Purpose

To inform the tribal council and parents of the necessity to provide a support system and encourage youth to use their interests when selecting courses to study and planning a future.

Description - Module II, Unit One

This unit is designed to encourage the tribal council and the parents to provide a support system for the youth.

Youth need to be encouraged to use their interests that they have compiled in "My Career Diary" as a basis for selecting high school courses and to plan for a future career.

Curriculum Choices in High School

Background Narrative

The lives of Indian youth in the fifteenth century were quite different from those of today. They spoke their own tribal languages with no written language. They had their own way of dressing and their own types of food. They had no stores and everything needed was made by hand. There were no school buildings and children went to school for the entire year with parents and grandparents as their teachers.

In today's lifestyle, your time is no longer spent in learning to make everything you need. Instead your time is involved in learning basic skills to help you think, communicate, solve problems and become independent. You are developing and preparing yourself for a career.

It was stated in a previous section that in order to have a job you will need a good education or acquire some form of formal training. Junior high school is a part of the education process. Junior high offers a selection of courses that are basic or required to the junior high curriculum. English, mathematics, sciences, social sciences and usually physical education or health are required courses.

In addition to required courses there are electives such as typing, shop, fine arts, choir or home economics.

High school is similar to junior high only on a larger scale. School size will determine the number and types of courses offered. As with junior high, you will have certain required courses in your curriculum.

High school graduation requirements vary from state to state. The following are requirements from one state as an example of what you can expect to take. The requirements are:

- 4 years English
- 2 years mathematics
- 1 year science
- 1 year history
- 1 year physical education
- 1 year health
- ½ year American government
- plus electives

It is important to plan your curriculum during your four years of high school. Check with your high school counselor or principal for your high school requirements and planning your curriculum. Keep in mind that electives are selected based upon your own interest or career needs.

Electives vary by school and state. The following is a sample list of some from which to choose.

Social Studies: world history, sociology, economics, consumer economics, world geography, your state's history.

Business: shorthand I and II, typing I and II, personal bookkeeping, record keeping, business law, marketing I, II, III, IV; office procedures, accounting I and II, data processing.

Industrial/Vocational: woods I, II, III; welding I and II, metals I and II, small engines I and II, auto mechanics, drafting I, II, III, IV.

Fine Arts: art I, II, III, IV; design, oils, water color, weaving, art history.

Music: band I and II, orchestra, chorus I, II, III.

Home Economics: child development I and II, home decorating, preparation for life, foods I, II, III, clothing I and II, consumer education.

Languages: French I, II, III, IV; Spanish I, II, III, IV; German I, II, III, IV; Latin I and II.

Agriculture/Forestry: vo-ag I, II, III, IV; forestry & environmental

Junior high school and high school can be the happiest years of your life. It is to your advantage to graduate from high school in order to get the best employment. Based on your interests recorded in "My Career Diary", plan to enroll in courses in which you have strong interests. Good grades can result with a strong interest. More important, you should build a solid background of courses that will be helpful to you as you plan for your career.

IMPORTANT — IMPORTANT — IMPORTANT! (Leader's directions to help accomplish the purpose of this unit)

Contact the tribal council education committee chairman and make an appointment to discuss the following:

- The purpose of this unit. Stress the importance of the council providing the leadership to involve the parents in supporting the youth.
- Plans to schedule an evening meeting for the parents to explain the high school curriculum and subjects that the youth are required or elected to take.
- A time and place to hold the meeting in the community.
- Inviting a person (may be an education specialist/counselor) who can explain the subjects to the parents.
- Who is to be at the meeting with the parents:

1. council education committee
2. education specialist or person from school administration
3. youth

- How to notify parents of the meeting.
- Having the council education committee make arrangements to hold the meeting.

Youth activities are to take place after the council education committee/parents meeting.

Learning Activities



Using the Learning Activities in Unit One

The learning activities in unit one should be used in a sequence allotting the estimated time for each activity. Stress the completion of the activity rather than the time.

Learning Activity	Estimated Time (minutes)
I. Reading and Discussion "Curriculum Choices in High School"	90
II. My Curriculum Plan (depends on amount of time at home)	80-90
III. School Subjects with Job Clusters	45
	Total = 4 hours

I. Reading and Discussion

- Have youth read the section entitled "Curriculum Choices in High School." Instruct them to use a piece of paper to list the words they are unfamiliar with as they read the information. After they have read the materials, discuss the words they wrote down. Refer to the dictionary if necessary.

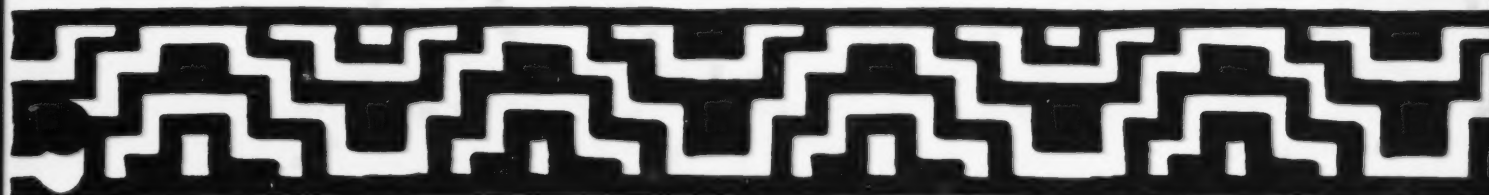
II. My Curriculum Plan

- This is a follow-up activity from the scheduled meeting with community leaders and parents. Direct and assist the youth in fulfilling out the courses for their curriculum plan. Encourage youth to take this assignment home and complete as much as possible with their family or friends.

III. School Subjects With Job Clusters

- Direct youth to select one or more "trees" with their favorite subject written on the trunk, and use their favorite color to color the leaves nearest the jobs they think they might want after they complete their education. Have the youth write their names on their "trees" and display them for others to see. It might be interesting to see if any selected the same jobs.

Career Opportunities in Indian Communities
unit two



Purpose

To assist youth in identifying career opportunities in their Indian community.

Introduction to U.S. Department of Education Job Clusters

It has always been the goal of tribal societies to produce knowledgeable, skilled, competent and responsible individuals who can maintain a culture and insure the existence of the tribe.

During traditional times, children were trained to develop and possess skills which were of value to the other members of the tribe. As children it was known to them what was expected of them as an adult. They were secure in the knowledge that they were respected, loved and accepted. This feeling bonded them together with the tribe and contributed a sense of wholeness to the tribe.

In today's Indian communities, there is a growing need for Indian people who are well-educated and trained workers who can contribute to the tribal labor force. Job opportunities on a reservation exist for young people today just as they did in traditional times. Workers who are well-disciplined, well-trained and interested in their jobs improve the economy of their people. For this reason it is necessary that you understand that each person's contribution is of great importance to the community.

Presently, as in traditional times, the economic growth of the tribe is important. A distinct relationship exists between natural resources, management and available money. The economy and quality of life on a reservation lies in the hands of tribal decision-makers. As natural resources and new programs are developed the demand for workers dramatically increases. Increased demand offers trained individuals employment and expanded career opportunities.

Many Indian communities have developed industrial parks to draw manufacturers and industry to tribal lands. Most of the goods-producing industries have been successful in employing Indian workers. On most Indian reservations, small businesses are owned and operated by people residing on the reservation. Both the goods and service-producing industries have the potential to expand and fully develop into growing Indian communities.

Job opportunities exist for both white and blue-collar workers and agricultural workers. White-collar jobs; such as lawyers, doctors, teachers and administrators require professional training and education. Blue-collar jobs also require specific training to develop certain skills with a limited education.

The following pages give a better idea of some job opportunities in Indian communities. These opportunities are within each of 15 job clusters identified by the United States Office of Education (USOE). These opportunities will vary from community to community. It is important that they be used only as a guide at looking at the overall picture of the Indian community.

Remember, each occupation in a job cluster is different as to the amount of education and training needed for that particular job. The common element in a cluster is the similarity of the kind of work to be done by the worker. Each cluster involves different levels of preparation needed to perform a job with average ability. The following is a description of each level of preparation.

1. **Short on-the-job training:** This training may take only a few hours or days. Jobs do not require a high school diploma. Jobs involving short on-the-job training are considered unskilled paying jobs and are the lowest paying jobs.
2. **Long on-the-job training:** This training involves months or years of training and work experience. It can include apprenticeships, vocational school coursework, or an actual job-training program. Workers are termed semi-skilled.
3. **Specialty training:** This training is taken after high school at a technical school or a two-year college.
4. **University or college-level training:** Training involves the completion of four years of college resulting in a bachelors degree. It also includes any professional or graduate school training.

However, by considering certain factors it is possible to make some predictions that may help Indian youth to determine what lies ahead for them in future years. The country's job market is influenced by these same factors.

The greatest of these factors is the high birth rate in Indian communities. This rate necessitates a future in which there will be a need for workers who can perform personal and public services.

The growth in jobs will increase in all the clusters that have been described in this unit. However, there will be the greatest growth in health care, education, trade, repair and maintenance, transportation, government, banking and construction. This will be due to the vast improvements that are being made in the economic life of Indian people. Private sector jobs developed by individuals, organizations and tribal groups will continue to improve the quality of life.

It is important that any youth develop their maximum potential by seeking careers that are satisfying and rewarding. It is a future that truly belongs to the youth of today!

Learning Activities



Using the Learning Activities in Unit Two

The learning activities in unit two should be used in a sequence allotting estimated time for each activity. Stress the completion of the activity rather than the time.

Learning Activity	Estimated Time (minutes)
I. Reading and Discussion "Introduction to U.S. Department of Education Job Clusters"	15
II. Job Clusters	30
III. Occupational Analysis	45
IV. Speaker	60
	Total = 2 hours 30 minutes

I. Reading and Discussion

- Have the youth read the section entitled "Introduction to U.S. Department of Education Job Clusters". Instruct them to use a piece of paper to list the words they are not familiar with as they read the information. After the youth have read the materials, discuss the words they wrote down. Refer to the dictionary if necessary.

II. Job Clusters

- This activity is designed for the youth to create their own job cluster. Direct them to use the tepee, circle, tree or create their own design to make the job cluster that uses the information in their "My Career Diary" section.

III. Occupational Analysis

- Xerox four copies of the "Occupational Analysis" activity sheet for each youth, or have them copy the outline on other sheets of paper.
- Make available and assign youth to use their tribal newspaper or national Indian newspapers to seek information for this exercise.
- Explain the use of advertisements in alerting the general public about existing job opportunities in Indian communities.
- Assist with filling in the questionnaires with as much information as is provided in the newspaper.
- Advise the youth to look at each advertised job and determine if it is a job that might interest them. If they are interested and the job can be added to their job cluster in "My Career Diary", have them add it. If it does not relate to their job-cluster interest area, suggest they begin to list jobs which interest them. The list "New Interests to Explore" is to be placed in "My Career Diary" and added to as their interests broaden.

IV. Speaker

- Invite a speaker who has knowledge of the various jobs in his/her own place of employment.
- Instruct the speaker to tell the group about the various jobs held by co-workers.
- Have the students list the jobs on their activity sheet right below the example.

V. Evaluation

- Have youth evaluate the usefulness of the career development material.
- Collect their evaluations as well as your leader evaluation form and mail to Phyllis Worden as indicated on the following "Evaluation" Form.

Leader Evaluation

• Evaluate the usefulness of the career development materials by checking either yes or no in response to the following statements. Write your comments to the last three questions.

Yes No

- _____ _____ 1. I found the career development materials in this module to be useful.
- _____ _____ 2. I found the career development materials to be applicable in my community.
- _____ _____ 3. I found the materials in this module easy to teach.
- _____ _____ 4. The materials and learning activities met the objectives set out at the beginning of each unit.
- _____ _____ 5. Youth appeared to enjoy the career development materials presented in this module.
- _____ _____ 6. Youth appeared to learn from the career development materials presented in this module.
- _____ _____ 7. I would recommend these career development materials to other American Indian/Alaska Native communities.

8. List the learning activities youth appeared to enjoy the MOST:

- a. _____
- b. _____

9. List the learning activities youth appeared to enjoy the LEAST:

- a. _____
- b. _____

10. Other comments:

Mail this form to:

Dr. Phyllis Worden
Program Leader Home Economics
201 Admin. Bldg.
Colorado State University
Fort Collins, Colorado 80523

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